## CAINHOY ELEMENTARY/ MIDDLE 2424 Cainhoy Road Huger, SC 29450 K-8 Middle School GRADES ENROLLMENT 399 Students John Spagnolia 843-899-8975 PRINCIPAL SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600 Harriett Dangerfield 843-871-3409 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: BELOW AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 0 0 5 30 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

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#### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

#### DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

# PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.4%

#### PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

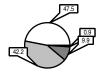
Our School







Middle Schools with Students like Ours



Mathematics

English/Language Arts

Mathematics

English/Language Arts

#### **Definition of Critical Terms**

Advanced

Very high score; very well prepared to work at next grade level; exceeded

expectations

Proficient Basic

Well prepared to work at next grade level; met expectations Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local

board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP									
	] [3]	6	% Below Basic	¥ /	/ ,	. / .	% Proficient and Advanced		*   s
	Enrollment 1st	% Tested	/ 8	% Basic	% Proficient	% Advanced	]   <del>j</del>	Performance Objective	Participation Objective Ma
	1 \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	. / ½	/ §	/ %	1 \$	1 \$			
	\#\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	/ %	/ %	/ ~	/ %	/ %	P. P.	/ a ig	\ <u>a</u> \&
	1 ~		/	/		/	/ °` ₹		
		ge Arts - S							
All Students	282	99.7	39.1	45.9	15.0	0.0	22.2	Yes	Yes
Gender	404	400.0	45.7	440	0.4	0.0	40.0		
Male	134	100.0	45.7	44.9	9.4	0.0	18.9		
Female	148	99.3	33.1	46.8	20.1	0.0	25.2		
Racial/Ethnic Group White	24	100.0	36.8	52.6	10.5	0.0	21.1	I/S	I/S
African-American	255	99.6	39.2	45.3	15.5	0.0	21.1	Yes	Yes
Asian/Pacific Islander	N/A	99.6 N/A	39.2 N/A	45.5 N/A	N/A	N/A	22.4 N/A	I/S	I/S
	1N/A 3	I/S	IN/A	I/S	I/S	I/S	I/S	1/S	1/S
Hispanic American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1/S	1/S
Disability Status	IN/A	IN/A	IN/A	IN/A	IN/A	IN/A	IN/A	1/3	1/3
Not Disabled	213	99.5	29.2	52.5	18.3	0.0	26.2		
Disabled	69	100.0	70.3	25.0	4.7	0.0	9.4	No	Yes
Migrant Status	00	100.0	70.0	20.0	4.7	0.0	5.4	110	103
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	282	99.7	39.1	45.9	15.0	0.0	22.2		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	99.6	39.0	45.8	15.2	0.0	22.3		
Socio-Economic Status									
Subsidized meals	243	99.6	39.0	46.3	14.7	0.0	22.5	Yes	Yes
Full-pay meals	39	100.0	40.0	42.9	17.1	0.0	20.0		

Mathematics - State Performance Objective = 15.5%									
All Students	282	99.7	51.9	39.5	6.4	2.3	17.7	Yes	Yes
Gender	202	55.1	01.5	00.0	0.4	2.0	17.7	103	103
Male	134	100.0	59.1	35.4	4.7	0.8	13.4		
Female	148	99.3	45.3	43.2	7.9	3.6	21.6		
Racial/Ethnic Group	170	33.5	70.0	70.4	1.0	0.0	21.0		
White	24	100.0	52.6	21.1	21.1	5.3	26.3	I/S	I/S
African American	255	99.6	52.0	40.4	5.3	2.0	16.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	213	99.5	42.1	46.5	8.4	3.0	22.8		
Disabled	69	100.0	82.8	17.2	0.0	0.0	1.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	282	99.7	51.9	39.5	6.4	2.3	17.7		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	99.6	52.3	39.0	6.4	2.3	17.4		
Socio-Economic Status									
Subsidized meals	243	99.6	53.2	39.4	4.8	2.6	17.3	Yes	Yes
Full-pay meals	39	100.0	42.9	40.0	17.1	0.0	20.0		

### DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### **Abbreviations for Missing Data**

Cannoy Elementary, whose									
PACT PERFO	RMANC	E BY GF	RADE LE	VEL					
	Enrollment 1st Day of Testing	. /	ړږ	/	/ _		/ <sub>p</sub>		
	Pent Festin	Sted	V Bas	l sic	ficien	l g	ent ar		
	nrollr.	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced		
	<sup>4</sup> <sup>6</sup>		%	/	/ °`	%	, ×,		
		Engli	sh/Langua						
Grade 3	43	97.7	47.5	35.0	17.5	N/A	17.5		
Grade 4	54	98.1	26.5	59.2	14.3	N/A	14.3		
Grade 5	51	100.0	36.0	48.0	16.0	N/A	16.0		
Grade 6	52	100.0	46.0	34.0	18.0	2.0	20.0		
Grade 7	48	97.9	48.9	46.7	4.4	N/A	4.4		
Grade 8	71	100.0	58.2	34.3	7.5	N/A	7.5		
Grade 3	48	100.0	30.4	34.8	34.8	N/A	34.8		
Grade 4	41	100.0	34.1	51.2	14.6	N/A	14.6		
Grade 5	45	100.0	33.3	51.1	15.6	N/A	15.6		
Grade 6	49	98.0	47.9	35.4	16.7	N/A	16.7		
Grade 7	46	100.0	28.3	65.2	6.5	N/A	6.5		
Grade 8	53	100.0	53.8	40.4	5.8	N/A	5.8		
	•	•	'	•	'	'			
	40		Mathemat		0.0	NI/A	0.0		
Grade 3	43	100.0	53.7	36.6	9.8	N/A	9.8		
Grade 4	54	100.0	32.7	42.9	20.4	4.1	24.5		
Grade 5	51	100.0	42.0	46.0	10.0	2.0	12.0		
Grade 6	52	100.0	40.0	40.0	18.0	2.0	20.0		
Grade 7	48	100.0	54.3	30.4	13.0	2.2	15.2		
Grade 8	71	100.0	50.7	46.3	3.0	N/A	3.0		
Grade 3	48	100.0	37.0	54.3	6.5	2.2	8.7		
Grade 4	41	100.0	58.5	36.6	4.9	N/A	4.9		
Grade 5	45	100.0	37.8	53.3	8.9	N/A	8.9		
Grade 6	49	98.0	50.0	35.4	10.4	4.2	14.6		
Grade 7	46	100.0	56.5	37.0	4.3	2.2	6.5		
Grade 8	53	100.0	69.2	21.2	5.8	3.8	9.6		

SCHOOL PROFILE				
	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 399)				
Students enrolled in high school credit courses (grades 7 & 8)	13.3%	Down from 15.6%	9.3%	14.6%
Retention rate	1.9%	Down from 2.4%	3.8%	3.0%
Attendance rate Students with disabilities other than speech taking PACT (ELA) off grade level	96.2% 5.7%	Up from 95.3%	95.4% 9.1%	95.9% 5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%		8.5%	5.3%
Eligible for gifted and talented	7.8%	Up from 7.7%	6.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.4%	Up from 16.3%	15.1%	13.9%
Older than usual for grade	5.0%	Down from 6.8%	7.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.0%	Up from 0.2%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	60.0%	Up from 48.8%	46.7%	48.7%
Continuing contract teachers	80.0%	Up from 76.7%	70.7%	81.7%
Highly qualified teachers** Teachers with emergency or provisional certificates	85.7% 0.0%	N/A	87.7% 13.4%	90.4% 5.3%
Teachers returning from previous year Teacher attendance rate	78.6% 93.9%	Down from 84.7% Up from 91.3%	76.0% 94.5%	85.1% 94.8%
Average teacher salary	\$41,742	Up 2.9%	\$38,546	\$40,566
Prof. development days/teacher	9.3 days	Up from 7.5 days	12.0 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.3
Student-teacher ratio in core subjects	19.5 to 1	Up from 13.8 to 1	18.7 to 1	21.3 to 1
Prime instructional time	89.3%	Up from 85.7%	88.1%	89.3%
Dollars spent per pupil*	\$7,884	Up 0.8%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*  Opportunities in the arts	59.3% Excellent	Up from 56.0%  No change	60.3% Good	61.8% Good
Parents attending conferences	99.0%	Up from 97.7%	83.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program  * Prior year audited financial data are reported.	Good	N/A Our District	Average	Good
Highly qualified teachers in low poverty	echoole**	92.8%		a <b>te</b> .0%
Highly qualified teachers in high poverty		91.2%		.1%
riigiiiy quaiiileu teachers in nigh povert	y 30110015	State Objective		Objective
Highly qualified teachers in this school*	*	65.0%		es
Student attendance in this school		95.3%		es es
Student attenuance in this school		90.0%	T	<del>5</del> 5

<sup>\*\*</sup>NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.



The 2003-2004 school year was our third year of consolidation at Cainhoy Elementary/Middle School. The faculty had the opportunity to work under one bell schedule last year, which helped us feel like we really were one school.

The three year construction project is finally complete. The problems endured while having major construction the same time classes were going on will soon be forgotten as we enjoy a beautiful new facility. The teachers say that it was worth the wait. The community is proud of their new school.

Our school is part of the State Improvement Grant which focuses on behaviors and reading. We just completed the first year of implementation of the grant. We are anxious to apply the lessons we have learned in our second year.

We established an active, businesslike School Improvement Council. The members of the council are dedicated to the welfare of our students. They are working to help us establish and maintain Cainhoy Elementary/Middle School as "A First-Class School"

John Spagnolia, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS								
	Teachers	Students*	Parents*					
Number of surveys returned	27	44	61					
Percent satisfied with learning environment	25.9%	70.5%	75.4%					
Percent satisfied with social and physical environment	25.9%	70.5%	68.9%					
Percent satisfied with home-school relations 28.0% 75.0% 80.3%								
*Only students at the highest middle school grade level at this school and their parents were included.								